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ABSTRACT

These guidelines are intended to incorporate gender issues into university curricula, programs, and projects funded by the United States Agency for International Development (AID), while at the same time institutionalizing women in development and a gender perspective within the university structure. Universities provide a structure for the integration of gender and development issues that is unavailable to AID elsewhere. Universities also can benefit from the rich and rapidly expanding literature on women in development and be enriched by the cross-cultural perspective women in development and gender analysis brings. The research carried out by universities, especially in collaboration with partner country institutions of higher education, strengthens the effectiveness of international development and gender analysis both at home and abroad. These guidelines seek to institutionalize within the United States a gender perspective so that a "Women in Development component" is not an "add-on" but an integral part of university programs and curriculum and also in university work with AID. The volume contains the following: (1) "Introduction"; (2) "The Guidelines"; (3) "An Action Plan for Integrating Women in Development into University Curriculum and Programs"; and (4) "A Checklist for Developing a University Program in Gender Analysis and Women in Development." Appendices include: (1) Bibliography; (2) Resource List; and (3) A Case Study of the Implementation of the Guidelines (Virginia Polytechnic Institute). (EH)

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GUIDELINES FOR INTEGRATING WOMEN IN DEVELOPMENT ISSUES INTO UNIVERSITY INTERNATIONAL DEVELOPMENT ACTIVITIES

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The United States Agency for International Development
Office of Women in Development

1991

SO 024 961

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INTRODUCTION

Purpose

The purpose of these guidelines is to incorporate gender issues into university curriculum, programs and projects funded by the United States Agency for International Development (AID), while at the same time institutionalizing women in development and a gender perspective within the university structure. Universities provide a structure for the integration of gender and development issues that is unavailable to AID elsewhere. At the same time, universities, as institutions, can benefit from the rich and rapidly expanding literature on women in development and be enriched by the cross-cultural perspective women in development and gender analysis brings. The research carried out by universities, especially in collaboration with partner country institutions of higher education, strengthens the effectiveness of international development and gender analysis both at home and abroad.

Background and Interests

Universities in the United States have traditionally served several roles in regard to the objectives of the United States Agency for International Development (AID). Universities have experts in a variety of disciplines who can be involved in AID technical assistance. They are resource centers for new research of interest to AID. They provide training opportunities for AID employees and institutional affiliates, and they serve as a primary conduit for informing the United States public about the Agency's work abroad and about the countries and cultures in Asia, Africa and Latin America where the Agency works.

Two points are particularly important insofar as AID-University relations are concerned. First, as AID moves increasingly towards "collaboration" with the Third World, and emphasizes "assistance" less, Universities provide an important institutional link to sustain collaboration beyond the life of any single project.

Second, increasingly research is being done outside the United States, and collaborative research for United States faculty with colleagues elsewhere is important. Collaborative linkages with universities and other institutions abroad provide a means for a) shared research and programmatic endeavors; b) the interchange of students and faculty; c) internationalizing campuses and curriculum; d) expanding our knowledge base in all disciplines about the world beyond the United States.

Therefore, in a variety of ways the needs of AID and the universities intersect. These interests will become even closer as United States foreign assistance supports efforts that are more collaborative and long term. Universities are perceived as one way - a key way - to institutionalize this long term collaboration in research, teaching and extension.

At the present time, the United States Agency for International Development uses several mechanisms to collaborate with universities across the United States. One of these is Title XII of the Foreign Assistance Act, which created BIFADEC, the Board for International Food and Agricultural Development and Economic Cooperation, a liaison between the universities, especially the land grant universities, and AID. Another is a cooperative agreement which can be established between AID and one or more universities for research on a specific set of issues. The AID University Center, indicates the importance AID gives to university collaboration.

Universities constitute an ideal setting for testing, expanding and institutionalizing the AID policy on Women in Development (WID). Already many land grant universities across the United States have active women and development programs and these programs have had an impact on AID projects abroad and on curriculum and campuses at home.

The Components of the Guidelines

These guidelines seek to institutionalize within the United States a gender perspective so that a "Women in Development component" is not an "add-on" but an integral part of university programs and curriculum and also in university work with AID.

1) On-Campus Education and Training Related to Gender and Development

   a. Curriculum transformation in appropriate disciplines.

   b. Integration of women and development issues in campus activities.

   c. In-service training, briefings, orientations and workshops on issues related to gender and development for faculty, extension personnel and staff who work abroad.

   d. Promotion of research on issues of concern to woman in Asia, Africa and Latin America.

   e. Collaboration with international faculty and students from Asia, Africa and Latin America.

2) Networking and Institutional Collaboration

   a. Contact, networking and collaboration with women and women's associations within host countries.

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b. Building ties with international professional associations and agencies.

c. Building awareness of the gender variable in development and of specific WID issues within collaborating institutions in countries in Asia, Africa and Latin America.

d. Developing University and other agency collaboration within the United States.

3) Institutional Factors for Success in Integrating Gender and Development into University Programs and Curriculum

a. Identifying leadership needed for success.

b. Determining the key institutional elements needed for success.

c. Determining the incentives and the motivation for including gender in development.

d. Determining the constraints to including gender in development.

THE GUIDELINES

I. INSTITUTIONAL FACTORS FOR SUCCESS IN INTEGRATING GENDER INTO THE UNIVERSITY STRUCTURE

a. Identifying leadership needed for success.

On-campus leadership is a key factor for incorporating gender and development considerations successfully into university programs and curriculum. This leadership needs to be identified and supported. Based on the more successful women in development programs on campuses, leaders of these programs seem to have certain characteristics: a) authority, i.e., tenured faculty and upper level administrators; b) close connections with the international development efforts on campus but also with the academic departments, i.e. women's studies, sociology, agricultural economics; c) academic interests in women's issues and in third world women in particular; d) close ties with international development off campus and with third world women; e) strong international experience; f) the respect of their peers. Successful programs also depend on a core group or critical mass of women, and men, interested in women in development. Certainly, students are a vital part of such a group; however, the leadership best comes from faculty if the program is to be firmly grounded.

b. Identifying the key institutional elements needed for success.

Universities have a variety of institutional structures that lend themselves to the successful incorporation of gender considerations and development.

- First, most colleges and universities are concerned with internationalizing the curriculum and the campus. Women and development fits in with this mission.

- Second, many universities have strong affirmative action offices which promote curricular and programmatic changes to include gender awareness and specifically the issues of women.

- Third, international program offices on university campuses are numerous: a) international student and scholars offices b) international houses and centers c) international development and agriculture offices d) international studies programs at both the undergraduate and graduate levels. All of these offices serve as a point of entry for issues of gender and development.

- Fourth, there are a variety of institutional structures that support faculty research - research that could include issues of gender and development.

- Fifth, land grant universities, besides their teaching and research missions, have a third mission, extension. The Cooperative Extension Service provides a ready-made network statewide for disseminating international information to extension agents. Most extension plans of work now have an international component.

Each of these institutional structures has a contact person. An on-campus coordinator can easily identify these contacts and provide materials on gender analysis and development to them, explaining in a cover letter the interest the university has in these issues. Further involvement from these institutional contact people can be encouraged with information on women in development programs and opportunities for gender analysis in a development context as they arise.

c. Determining the incentives and the motivation for including gender in development.

There are two general incentives for university faculty to integrate gender considerations into their academic work and into AID projects: 1) promotion and tenure and 2) funding. Promotion and tenure depends on research, teaching and public service. Research is primary. If attention to gender considerations is a university priority in faculty research and teaching or seen as valuable by the faculty member's department head, incentives are in place for faculty who would not include gender under normal circumstances. Of course, there are always a cadre of faculty who have gender as central to their academic work, no matter the other incentives. These faculty need to be identified and should serve as campus leaders for women in development efforts on campus.

Another powerful incentive for faculty is funding. If funds are available those faculty who have not considered gender in their work with development will have an incentive to do so. For example, the AID Women in Development Office stimulated a great deal of interest on campuses with the matching grants program for research on gender issues and development. These grants usually seem to go to those who already have experience with gender issues and development. Incentive grants for newcomers may be appropriate, for those faculty working with development issues but who have not previously considered gender. Another incentive for university personnel submitting proposals to secure AID contracts is that the request for proposals require an attention to gender.

d. Determining the constraints to including gender in development.

There are constraints to including gender in university curriculum, programs, projects and activities. The first is a lack of campus leadership. A strong leader or a critical mass of faculty interested in gender is essential. The second is a lack of incentives to support or stimulate leadership. The third are a series of constraints that confront the study of gender and women's issues in general on campuses. Among these constraints are hostility or disinterest toward women's issues being researched or taught; a lack of knowledge and understanding of the importance of gender as a critical variable; the invisibility of women and women's issues on campus and the subsequent peripheral position of both. These constraints vary from campus to campus. Therefore, each university needs to identify the constraints on their campus, work to overcome them or to work around them.

II. On-CAMPUS EDUCATION AND TRAINING RELATED TO GENDER AND DEVELOPMENT

a. Curriculum transformation.

At universities throughout the United States there has been interest both in assuring that women and gender are included in the curriculum and in internationalizing the curriculum. Transformation of the curriculum to include information about women and gender is now commonplace. At the same time "internationalization of the curriculum" is a priority. It is apparent that these two efforts together are fertile ground for integrating a gender perspective into the curriculum.

The internationalization of the curriculum serves both domestic and international students. It is especially useful to AID sponsored students because there are increasing numbers of development courses many of which already include women in development. There are many disciplines where the integration of gender and development can take place.

For Example:

- International Studies historically has often focused on politics and economics, two areas from which women have been excluded. However, with the current interest in the microeconomics of the informal sector, the politics of grassroots organizations and the emphasis on social history, the time is ripe for use of the women in development literature and a focus on the different roles, rights, constraints and opportunities for women and men in a variety of world areas.

- Agricultural Economics often serves as a bridge between the social sciences and the agricultural disciplines. It also often focuses on rural development and small scale farm enterprises, both domestic and international. Because of the

role third world women play in both agricultural enterprises and rural development, women in development literature has been useful to agricultural economists.

- Women's Studies historically has centered on the literature of the United States and Europe. However, Women's Studies faculty and students have recognized that the study of women's issues in Asia, Africa and Latin America informs and illuminates women's issues in the United States. Therefore, faculty have become more interested in courses on third world women and in using literature from the third world in other women's studies courses.

- Anthropology has been a traditional home of studies on groups outside the United States, especially in Asia, Africa and Latin America. Many of these studies have focused on women and gender in recent years and, as a consequence, many anthropology faculty have a solid background in the women in development literature.

Although the above disciplines are good beginning places for the use of women in development literature, other, more non-traditional disciplines are often also appropriate. For example, the literature on third world women's use and management of forest products and natural resources has informed departments of forestry. Courses on water and waste disposal in agricultural engineering are well served by including illustrations from the women in development literature.

Development related courses at universities are spread across colleges and disciplines and each university is unique. Therefore, universities need to review their own curriculum to identify existing courses which could be strengthened by integrating a women in development perspective. Workshops and seminars can be offered to faculty interested in such integration. Two tools are useful in this process: An Occasional Paper published by the Association for Women in Developmment, "Teaching Women in Development Courses" by Kathleen Staudt, et. al. and the curriculum developed under the sponsorship of the Association for Women in Development on "Contemporary Issues for Women in Asia, Africa and Latin America" by Susan Hill Gross, et. al.

b. <u>Integration of women and development issues in campus activities</u>.

University campuses have innumerable activities, programs, seminars and workshops that are appropriate for the introduction of gender perspectives and women in development issues. Four such programs are illustrative: Women's Week, International Week, Black History Month and World Food Day.

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- Women's Week: Most campuses now have some celebration of women, whether it be for International Women's Day on March 8th or a week or month celebrating the achievements of women. More and more these celebrations include programs on women in the third world.

- International Weeks highlight the presence of international students and faculty on campus. These programs easily accommodate women and development activities.

- World Food Day has a nationally televised satellite program annually of distinguished speakers on development issues. These panels have always included women in development issues and have consciously included women on the panel, and could more systematically incorporate a gender analysis of food security issues.

- Black History: The celebrations of black culture and history on campuses are common and, increasingly, these programs link domestic issues to African roots. Including women in development, therefore, is a natural program for such events.

c. <u>In-service training, briefings, orientations and workshops for faculty, extension personnel and staff who work abroad.</u>

In-service training, briefings, orientations, and workshops need to be offered on women in development and gender analysis both to faculty who will integrate these issues into their courses and to university personnel who work abroad.

At universities, especially land grant universities and colleges, many faculty and extension personnel work in international development and with USAID missions overseas. These faculty often have extensive experience abroad and research interests that relate to their international work. Faculty work in development primarily through two mechanisms: a) they do private consulting, outside the university framework or b) they work abroad through the university, often on a large grant or contract brought into the university through it's office of international development or international agriculture. The second mechanism is the most fruitful for assuring that faculty have a thorough orientation before going abroad. This mechanism allows for the principle investigator or on-campus coordinator to build into the grant or contract in-service training and then to require attendance by those participating faculty. During these briefing activities issues of gender and development can be included.

To support this training there are excellent guidelines and case study materials that deal with gender issues both from AID and from other agencies. Some of them include: The "Women's Roles and Gender Differences in Development" series from the Population Council; the policy statement and field guidelines for women and community forestry from the Department of Forestry of the Food and Agriculture Organization; the AID gender analysis series targeting

both geographic areas and disciplines; the Upper Midwest Women's History series on contemporary issues for women south of the Sahara, South Asia and Latin America; The AID Gender Information Framework. (see bibliography, Appendix A and Resource List, Appendix B).

d. Promotion of research on issues of concern to third world women.

A university is often first and foremost a research institution. There are a variety of mechanisms to stimulate research on gender issues and development:

- First, competitive grants from outside the university can be used to stimulate research on gender and development. Title XII of the Foreign Assistance Act often was used in this way and the AID Office of Women in Development has used competitive grants for faculty to conduct research on issues of interest to them. These grants could encourage collaborative proposals that involve United States and developing country institutions of higher education.

- Second, there are often competitive grant programs internal to the university that can be used. For example, many universities have women's research institutes or affirmative action grants programs. These programs can be enriched by the introduction of the cross cultural perspective of women in development.

- Third, many faculty are involved in research of interest to the field of development. Often this research is appropriate for the inclusion of gender issues but faculty are unaware of the importance of gender to their research. By identifying these faculty on a campus and by providing either in-service training or seed monies or both, gender issues can become an integral part of on-going research.

- Fourth, universities can encourage AID to include a research component on gender issues in its requests for proposals for University/AID projects. The research can be carried out by faculty involved in the project with host country counterparts. This research collaboration often lasts beyond the life of the project.

e. Collaboration with International Faculty and Students.

Universities across the United States have often large numbers of international students and faculty who provide a rich resource for issues concerning gender and development. Some of them come with a knowledge of women in development and others are interested in learning. These people should be identified, supported and utilized in the classroom, in workshops and conferences and as resources for writing proposals for AID projects. Using these students as resources also enriches the students' programs of study and adds a dimension to their studies that would otherwise be lost.

Incentives for the students to participate can be financial or "in kind", i.e. for travel to presentations; for support to attend conferences such as that of the Association for Women in Development bi-ennial conference; for academic credit as an independent study.

III. NETWORKING AND INSTITUTIONAL COLLABORATION

a. Contact, networking and collaboration with women and women's associations within host countries.

One unique and valuable aspect of AID's collaboration with United States universities is the ability of universities to establish linkages with institutions in host countries that will last beyond the life of any single project. Particularly rewarding for universities can be linkages with women's associations, organizations, and Woman's Studies Programs in host countries. Personnel from universities travel to the countries where they are working, often with AID projects. Programs should be encouraged by universities to stimulate visits to women's associations and organizations when these trips are made. The program should help to identify women's groups in the host countries and if possible provide travel monies within the host country to visit the groups.

b. Building awareness of the gender variable in development within collaborating institutions in host countries.

University/Aid projects often involve institution building within partner government agencies and ministries, universities or extension agencies. These institutions often have women's programs of one kind or another. These programs can be supported through the work in-country of AID/university projects. For example, in an AID/university/Mali farming systems project the sponsoring partner institution agreed to work with village women's crops. A woman, who was an agronomist, was chosen to lead this effort and was provided with women in development training.

c. Building ties with international professional associations and agencies.

A list of associations and agencies with programs and expertise in gender issues and development can be made available by universities to their faculty and faculty should be encouraged to develop links with these associations and agencies. For example, when faculty travel to Rome they should be encouraged to meet with the Food and Agriculture Organization Office of Women in Development. Faculty on campus with interests in gender and development should be identified and encouraged to join the professional Association for Women in Development. Universities should be encouraged to collaborate among themselves, if only to receive the variety of newsletters put out by women in development programs throughout the United States, i.e., those of Virginia

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Polytechnic Institute and State University, the Harvard/MIT Women in Development group, The University of Illinois at Champaign-Urbana and Michigan State University.

AN ACTION PLAN FOR INTEGRATING WOMEN IN DEVELOPMENT INTO UNIVERSITY CURRICULUM AND PROGRAMS

STEP ONE: LEADERSHIP

a. Identify those faculty, staff, extension personnel and students with background and interest in women in development and gender analysis. The initial leadership may come out of the office on campus responsible for university international development projects or international programs or it may emerge from an academic department or elsewhere.

b. Provide workshops and seminars for the identified leadership using training personnel from outside the university, i.e. from The Women's Tribune Center, The International Center for Research on Women, The Upper Midwest Women's History Center, The United States Agency for International Development. (See Appendix B for resource list). These workshops and seminars can serve to motivate the leadership and provide common ground for this critical group.

c. Initiate a working group that will meet regularly to formulate plans to incorporate women in development and a gender perspective into the university structure.

d. Identify university and outside resources on women in development and gather together materials and information for dissemination.

STEP TWO: CURRICULUM TRANSFORMATION

a. Examine the university curriculum for courses where the integration of women in development would be appropriate.

b. Consider a separate course on women in development or on gender and development.

c. Assure the support of the faculty teaching the identified courses or those who may like to teach a new course.

d. Solicit the support of the institutional structures that deal with curriculum change.

e. Conduct workshops for faculty electing to change courses. The workshops can use such tools as the Occasional Paper published by the Association for Women in Development, "Teaching Women in Development Courses," by Kathleen Staudt, et al and the curriculum suggestions of "Contemporary Issues for Women in Asia, Africa, and Latin America" by Susan Hill Gross, et al. Workshops should include the rewriting of course syllabi as

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well as the presentation of substantive issues on women in development and gender analysis.

f. Seek funding for a curriculum transformation workshop and for salary stipends to support curriculum changes.

g. Meet regularly during the academic year with the faculty transforming their courses. These meetings can provide support and information and serve as a means to monitor and evaluate the curriculum transformation process. Also this group can serve, along with the leadership working group, as the core of a women in development program on campus.

STEP THREE: OTHER PROGRAMS AND ACTIVITIES

a. Sustain continual collaboration among university offices of international development, international agriculture, academic departments, extension offices and appropriate university administrative and student units. This can be accomplished, for example, through periodic meetings, newsletters and special seminars.

b. Sustain continual communication with international agencies outside the university, i.e., The Women in Development Office of the Agency for International Development; UNIFEM of the United Nations; The Association for Women in Development; The University Center of the Agency for International Development.

c. Initiate a system of gender analysis training in collaboration with the university office responsible for international development abroad as a part of orientations for faculty who will work in Asia, Africa and Latin America. Use as a starting source, **Aruna Rao, et al., Gender Training and Development Planning: Learning from Experience, The Population Council, Conference Report, May 1991, Bergen, Norway.**

d. Assure that on-campus activities include program components on women in Asia, Africa and Latin America, i.e. Women's Week, campus speaker's bureaus, International Week, special seminars.

N.B. Throughout seek funds and throughout identify international faculty and students who may be appropriate to include.

A CHECKLIST FOR DEVELOPING A UNIVERSITY PROGRAM IN GENDER ANALYSIS AND WOMEN IN DEVELOPMENT

1. Identify the leadership on campus with interest in women in development and gender analysis and assure they have training using AID/WID materials.

2. Establish incentives for faculty and students to consider women in development and gender analysis in their work.

3. Examine the development courses on campus and consider the integration of a gender perspective.

4. Consider a course on Women in Development or on Gender in Development (See Staudt, Tinker and Cloud, AWID, 1989).

5. Identify and support faculty on campus who do research on development issues and development and gender issues.

6. Identify competitive grants programs internal to the university that would award grants to faculty doing research on gender issues and development.

7. Create a mechanism whereby women from the third world knowledgeable in women's issues are included as speakers, workshop leaders and panelists in appropriate campus activities, i.e. women's week, international week, etc.

8. Assure that those designing and implementing AID projects on campus have had training in gender anaylsis.

9. Provide for briefings and orientations on the gender perspective in development for faculty going to work abroad on AID projects.

10. Reward those that establish networks and collaborative efforts with women and women's groups in host countries where AID works.

11. Identify, support and utilize on campus international faculty and students who are knowledgeable about gender issues and development and women in development.

APPENDIX A

Bibliography

REFERENCES

FAO/SIDA, "Restoring the Balance: Women and Forest Resources," Rome, 1987.

FAO, "Women in Community Forestry: A Field Guide for Project Design and Implementation," Rome, 1989.

Gross, Susan Hill and Mary Hill Rojas. A Series on Contemporary Issues for Women in Asia, Africa and Latin America: The Upper Midwest Women's History Center, St. Louis Park, Minnesota, 1992.

Rao, Aruna et al, Gender Training and Development Planning: Learning from Experience, The Population Council, Conference Report, May 1991, Bergen, Norway.

Staudt, Kathleen, Irene Tinker and Kathleen Cloud, "Teaching Women in Development Courses," An Occasional Paper published by the Association for Women in Development, Virginia Tech: Blacksburg, Virginia, 1989.

The Population Council, A Series on "Women's Roles and Gender Differences in Development," Kumarian Press: West Hartford.

U.S. Agency for International Development, "The Gender Information Framework: Pocket Guide," Office of Women in Development, 1982.

U.S. Agency for International Development, "The Gender Manual Series," Washington, D.C.

APPENDIX B

Resource List

List compiled by Susan Hill Gross, Director - Upper Midwest Women's History Center, St. Louis Park, Minnesota

RESOURCES LIST

Sources of Information About Women's History and Women in Development in a Global Setting*

American Home Economics Association
1555 King Street
Alexandria, VA 22314
(703) 706-4600
Dr. Gladys Vaughan

"Global Connections" curriculum materials for home economics classes. Units include slides and print materials on family life, education, clothing, and food production in Africa, Asia, Caribbean, Latin America, and the Middle East.

Association for Women in Development
c/o Office of Women's Programs
10 Sandy Hall
Virginia Tech
Blacksburg, Virginia 24061-0338
Phone: (703) 231-7615
FAX: (703) 231-6741

CIDA: Canadian International Development Agency
Public Affairs Branch - Publications
200 Promenade du Portage
Hull, Quebec KIA OG4
Canada
(819) 997-6100

Publications on women in development available at no cost.

Hubert H. Humphrey Institute of Public Affairs
Women, Public Policy, and Development Project
301 19th Avenue So.
University of Minnesota
Minneapolis, MN 55455
(612) 625-2505 or 625-5093
Arvonne Fraser

Publications include "Forward Looking Strategies" - an abridged version of the document adopted by the United Nations Conference on Women at Nairobi, July 1985. Other useful documents on women's concerns in a global setting. Price lists available - minimal charges.

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* Organizations which can provide instructional or informational materials or other services are annotated.

Also: Headquarters of:

IWRAW: International Women's Rights Action Watch
(Same address and telephone numbers.)

This organization has a variety of informational materials available on women's rights internationally. Quarterly newsletter, "Women's Watch," subscriptions, $20.00. Arvonne Fraser and Marsha Freeman.

International Center of Research on Women
1717 Massachusetts Avenue N.W.
Washington, D.C. 20036
(202) 797-0007
Myra Buvinic

ILO: International Labor Office
Washington Branch
1828 L Street N.W. Suite 801
Washington, D.C. 20036
(202) 653-7652
Karen Burry

Request particularly the ILO brochure which features women and development materials.

INSTRAW: International Research and Training Institute for the Advancement of Women
Cesar N. Penson 102-A,
P.O. Box 21747
Santo Domingo
Dominican Republic
(809) 685-2111

Focus is on research, training, and information activities to promote the full participation of women in all aspects of development. Newsletter, fliers, and other publications available upon request. Programs include Latin America, Asia, and Africa.

International Women's Tribune Center
777 United Nations Plaza
New York, NY 10017
Ann Walker
(212) 687-8633

Many excellent materials, graphics, posters, post cards, particularly on Third World women. Free catalog available.

ISIS - Women's International Book Series
Isis International
Via Santa Maria Dell' Anima, 30
00186 Rome
Italy

Twice yearly book with supplement "Women in Action" four times per year. In-depth coverage of the issues women around the world are working on. Each issue is produced jointly by Isis International and one or more Third World women's groups.

National Public Radio
Cassette Publishing
2025 M Street N.W.
Washington, D.C. 20036
(202) 822-2323 - Customer Service Department
(800) 235-TAPE

Tapes on women's issues and interviews with women available. Listeners can order tapes of programs heard on public radio.

National Women's History Month Project
7738 Bell Road
Windsor, California 95492-8515
Phone: (707) 838-6000
FAX: (707) 838-0478
Molly MacGregor

Many resources for women's history K- adult. Excellent catalog: "Women's History Resources." Yearly poster for National Women's History Month (March). Emphasis is on United States women's history.

OEF International
Development Education Program
1815 H Street N.W.
11th Floor
Washington, D.C. 20006
Phone: (202) 466-3430
FAX: (202) 775-0596
Carol Radomski

Videotape "Seeds of Promise" on Third World women's development projects and print materials available. New program features video letters between Third World women and women in the United States. Write for free brochures.

Office of Women in Development
U. S. Agency for International Development
3725 A - New State
320 21st Street N.W.
Washington, D.C. 20523 - 0041
(202) 647-3992
Katie White

The resource center of the Office of Women in Development (WID) has bibliographies, some articles, and a book list available free of charge.

Also:
U.S. Agency for International Development Library
PPC/CDIE/DI
Research and Reference Service - SA18 Room 203
Washington, D.C. 20523
(703) 875-4807 (WID Coordinator)

Call or write for information on WID related research materials available at the library.

Organization for Equal Education of the Sexes
808 Union Street
Brooklyn, NY 11215
(718) 783-0332

Many excellent posters particularly for younger students. Catalog available.

Peace Corps
806 Connecticut Avenue N.W. M-701
Washington, D.C. 20526
WID Office
Barbara Ferris
(800) 424-8580 (ext. 231)

Population Reference Bureau, Inc.
777 14th Street N.W.
Suite 800
Washington, D.C. 20005
(202) 639-8040
Kimberly Crews

Write for list of materials on women and development issues.

SEEDS
P.O. Box 3923
Grand Central Station
New York, NY 10163

Booklets available on specific projects that have had a positive impact on women.

Sisterhood is Global, Robin Morgan, ed., 1984.
Anchor Press/Doubleday
501 Franklin Avenue
Garden City, NY 11530
(800) 223-6834 Ext. 9479

Country-by-country information on women - very useful.
Available at bookstores - $14.95.

United Nations Development Fund for Women
304 East 45th Street, Room 1106 608
New York, NY 10017
(212) 906-6453
Debbie Czegledy

The Upper Midwest Women's History Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925-3632
Susan Hill Gross

Programs: Women in World Area Studies, Women and Development Issues in Three World Areas, and Mainstreaming Women's Perspectives into Development Education.

These programs have developed curriculum materials on the history and culture of women in eight cultural areas for secondary to adult-level audiences. Special emphasis is on women and development issues and materials. Write for free catalog from Glenhurst Publications at the same address. Free brochures and newsletters are also available from the Upper Midwest Women's History Center and Glenhurst Publications, Inc.

WIN News
187 Grant Street
Lexington, MA 02173
(617) 862-9431
Fran Hosken

A journal of excerpts from world newspapers and magazines on women's concerns. Excellent for current issues.

WIRE: Women's International Resource Exchange Service
475 Riverside Drive, Room 570
New York, NY 10115
(212) 870-2783 (Tuesdays only - return calls collect.)

Catalog of many useful publications on women worldwide. Reprints of articles and books.

Women...A World Survey. Ruth Legar Sivard.
World Priorities
Box 25140
Washington, D.C. 20007
(202) 965-1661

Easily reproduced graphs and text for classroom use. Single copies $7.00. Reduced prices for multiple copies.

Women Associated for Global Education (WAGE)
c/o The Immaculate Heart College Center
10951 West Pico Blvd. Suite 2021
Los Angeles, CA 90064
(213) 470-2293
Laurien Alexandre

A nationwide network of female and male educators and administrators founded to remedy the lack of emphasis on gender-related issues in global education.
The newsletter of the Immaculate Heart College Center, *Global Pages*, is an excellent resource emphasizing women's issues through the WAGE PAGE.

Women in Development: A Resource Guide for Organization and Action, 1984.
New Society Publishers
4527 Springfield Avenue
Philadelphia, PA 19143
(215) 382-6543

$39.95 (in hardcover edition only) plus $1.50 postage.
Very useful curriculum materials, charts, statistics on women in a world context.

Women in the World: An International Atlas. Joni Seager and Ann Olson. Touchstone Books, Simon and Schuster, Inc., New York, 1986. (800) 223-2348.

Excellent source of statistics and charts on women in a geographic setting. Original and pertinent graphics used. Available at book stores - paperback edition $12.95.

Women in the World: Annotated History Resources for the Secondary Student. Compiled and edited by Lyn Reese and Jean Wilkinson. The Scarecrow Press, Inc., Methuchen, NJ, 1987.

Available from:
Glenhurst Publications, Inc.
6300 Walker Street
St. Louis Park, MN 55416.
(612) 925-3632

An important book of sources on women worldwide - well annotated, publishers listed - useful and appropriate. $19.50 prepaid postage included.

Women Make Movies, Inc.
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225 Lafayette Street
New York, NY 10012
(212) 925-0606
FAX (212) 925-2052

An organization dedicated to the production, promotion, and distribution of films and videotapes by and about women. Many films on women worldwide. Extensive catalog available upon request.

Women's Feature Service (WFS)
P.O. Box 462
New York, NY 10017
(212) 370-1773
Rebecca Foster, Coordinator WFS-US

"WFS articles are written by and about women in the developing world on all topics effecting the process of development. The service, available for research and publication, is accessible electronically and through a bulletin and custom-made dossiers."

The World Bank
1818 H Street, N.W.
Washington, D.C. 20433
Publications: (202) 473-2941
Women in Development Office: (202) 473-3483
Barbara Herz

Call or write the publications department for catalogs which include materials on women in development.

APPENDIX C

A Case Study of the Implementation of the Guidelines

IMPLEMENTATION OF THE GUIDELINES: A CASE STUDY FROM SARSA AT VIRGINIA TECH

Introduction

Implementation of the guidelines can take many forms.

- Selected components of the guidelines can be implemented individually as special programs and activities
- The guidelines can be seen as a model for women in development programs already on campuses
- The guidelines can be implemented by the AID Office of Women in Development
- Parts of the guidelines can be tied to requests for proposals for projects from AID to universities
- The guidelines can be used in conjunction with a University/AID project already in existence

The example presented here uses the guidelines in conjunction with a University/AID project already in existence. The project is an AID Cooperative Agreement with Clark University, Virginia Polytechnic Institute and State University and The Institute for Development Anthropology (IDA), called SARSA, "Systems Approach to Regional Income and Sustainable Resource Assistance". Under the Agreement the three participating institutions undertake applied research for USAID missions in support of host country policy and program formulation in the area of natural resource management and on rural and urban income generation in a regional context. The emphasis is on social science research leading to strengthened indigenous institutions. SARSA works in two ways: A) Core funds, provided by AID to each of the institutions, are used to fund "special projects" in support of AID's interests. These projects are determined by each of the three institutions with AID approval. B) USAID missions may "buy-in" to a piece of research in which they have an interest which then will be carried out by one of the three institutions.

Although the three institutions work cooperatively, this example will focus on implementing the model at Virginia Tech. Virginia Tech, as a land grant university, is a type of university familiar to AID, represents similar universities in each state of the United States and, therefore, should be generalizable to other universities.

Virginia Tech is a land grant university with 22,000 students and approximately 2,000 faculty. All land grants have three missions: research, teaching and extension. They also, historically, have strong colleges of agriculture, although today the land grants are comprehensive universities and often the

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largest universities in any given state. Because of their strength in agriculture most land grants have been in demand to provide technical assistance to third world countries in food-related areas, and therefore, have worked closely with AID. Many of the land grants have programs on women in development. Virginia Tech, for example, has a strong campus women in development program and is also the administrative home for the professional Association for Women in Development with nine hundred members worldwide.

SARSA Administration

The administrative structure of SARSA involves the principle investigator at Clark University, the AID project director in Washington, D.C., and lead personnel at each of the three institutions. These people constitute the SARSA Central Steering Committee that meets periodically in Washington, D.C.

Virginia Tech's SARSA administrative structure broadens the SARSA base on-campus through an on-campus advisory group, which is chaired by the Director of the Office of International Development, four interdisciplinary faculty groups and an on-campus coordinator.

Implementation

Goal: To incorporate gender considerations into the AID/SARSA activities and to institutionalize women in development into the university structure of Virginia Tech.

Objectives: (The objectives reflect the components of the model)

1. To identify SARSA and on-campus leaders interested in gender issues and development
2. To identify an administrative home on campus for the SARSA/WID efforts
3. To determine incentives for including gender in development
4. To provide training for SARSA and university personnel in women in development
5. To assure that the design and implementation of SARSA activities are related to gender and development
6. To network and seek institutional collaboration on women in development issues in host countries where SARSA is working

Activities:

1. To identify SARSA and on-campus leaders interested in gender issues and development.

Each of the three institutions involved with SARSA, Clark University, IDA and Virginia Tech, have a strong knowledge base in women in development (WID) and on-going programs in women in development. The WID leaders are involved with SARSA and with international development. Therefore, identifying the leaders both within the SARSA Central Steering Committee as well as on the campuses was not difficult. Under other circumstances the identification of the leaders may be more complex.

2. To identify an administrative home on campus for the SARSA/ WID efforts.

At Virginia Tech, the director of the Program on Women in World Development is also the Associate Director of the Office of International Development and chair of the Virginia Tech portion of SARSA. SARSA is a project of the Office of International Development which has a mandate to work across campus. Therefore, SARSA/WID has its administrative home in the Office of International Development but is broadly based and interdisciplinary.

3. To determine incentives for including gender in development.

In the case of SARSA there were four incentives that guaranteed the inclusion of gender: a) The SARSA project is AID-sponsored and the perception is that women in development is an AID priority. Therefore, generally speaking, those university personnel that work with AID know of women in development and, at the very least, acknowledges the concept. b) The AID Office of Women in Development (AID/WID) offered matching funds for research projects, often more than doubling the amount of a SARSA special project. ECOGEN, "Ecology, Community Organization and Gender", was formed by Clark University with Virginia Tech under the SARSA umbrella, taking advantage of the AID/WID funding. When other faculty with special project monies heard of the AID/WID matching grants program, they, too, began to look at their work through the lens of gender. c) Because the SARSA leadership at Clark, Virginia Tech and IDA are also interested in gender and development issues it was natural that they share those interests and include them in the SARSA work of the campus and beyond. For example, the director of the SARSA project at Virginia Tech is also the director of the Virginia Tech Program on Women in World Development and the SARSA Virginia Tech on-campus coordinator is also a WID expert. This motivated others to consider gender seriously. d) SARSA is a project based on social science research. Social Scientists are perhaps more familiar with gender analysis than those from other disciplines and recognize it as a valid part of their work.

4. To provide training for SARSA and university personnel in women in development and gender issues as they relate to development.

On-Campus

At Virginia Tech, two training programs on women and development and gender analysis were conducted for SARSA faculty and personnel and other faculty and staff.

The first program was a series of training sessions that correspond to the areas of SARSA emphasis at Virginia Tech represented by the four SARSA interdisciplinary faculty groups: A) Rural-Urban Exchange and Market Towns; B) Natural Resource Management; C) Geographic Information Systems; D) Peri-Urban. Also included was a SARSA-related group, those faculty with expertise in sustainable agriculture. Additionally, the SARSA on-campus advisory group participated in the training as did members from the staff of the Office of International Development and the Women's Programs Office. This training not only had an impact on the work of SARSA at Virginia Tech but also on faculty research and teaching done outside of SARSA. These sessions linked an understanding of gender analysis to specific tools for doing research and implementing programs in various phases of the AID project cycle.

The second training program was a one day workshop on contemporary issues for women in three world areas, South Asia, Sub-Saharan Africa and Latin America, entitled "Third World Women: Family, Work and Empowerment." This workshop included SARSA faculty and personnel but also included a range of other faculty, extension personnel and staff of the Women's Programs Office. This workshop was less tied to the AID project cycle and deals with development only tangentially. Some of the session titles hint at their content: "What is Work? Getting at Women's Work"; "Women Organizing for Change"; "Family Configurations in the Third World - A Focus on Women as Single Heads of Households"; "Planning with Women in Mind-The Example of the Grameen Bank."

A third means of training, done by the SARSA on-campus coordinator, are briefing sessions for faculty who go abroad on SARSA research projects or who travel under the SARSA umbrella. These briefing sessions include information and brochures about the Virginia Tech Women in Development capabilities and the University capabilities with gender analysis; information about ECOGEN and the Clark University Certificate Program in Gender, Resource Management and Development; The AID Office of Women in Development Gender Information Pocket Guide; and brochures about the Association for Women in Development.

Off Campus: SARSA Central Steering Committee Training

The SARSA Central Steering Committee meets periodically during the year in Washington, D.C. It has been proposed to the AID

Office of Women in Development that members of their staff brief the Committee on: critical AID documents central to its Women in Development policy, i.e. the Women in Development Policy Paper and the Gender Information Framework; tell of the work of the AID/WID Office; explain their view of gender as a critical variable for SARSA; describe the AID/WID matching grants and other incentive programs.

5. To Assure that the Design and Implementation of SARSA activities are related to gender and development

Six methods are used to assure that the design and implementation of the Virginia Tech SARSA activities are related to gender and development: a) The on-campus SARSA chair and on-campus coordinator have expertise in women in development, thereby assuring that gender is a concern for both buy-ins and special projects, b) The committee that reviews the proposals from the faculty for special projects know that one criteria for selection is a concern for gender and development when possible. If a proposal is to be funded, and has not included gender, suggestions are made to the researcher as to how gender can be incorporated; c) Training on gender and development will be given to all of the SARSA personnel including the interdisciplinary SARSA faculty groups; d) Virginia Tech works with Clark University on ECOGEN, a SARSA special project that looks specifically at how women at the village level manage natural resources. This is an on-going project that can respond to AID requests for assistance as well as conducting its own research in Kenya, the Philippines and Costa Rica; e) The SARSA annual workplan that directs the work of the three SARSA institutions has as a central focus gender analysis and women in development; f) The Virginia Tech SARSA brochure highlights the university's expertise in gender analysis, describes the Virginia Tech Program on Women in World Development and mentions ECOGEN.

6. To Network and Seek Institutional Collaboration on Women in Development Issues in Host Countries through SARSA

Up to this point two mechanisms have been used to stimulate networking and collaboration on women in development issues in host countries through SARSA. First, the brochure that Virginia Tech uses to advertise SARSA to USAID missions includes the university's expertise on gender. The ECOGEN brochure also highlights Clark University's and Virginia Tech's women in development expertise. These brochures are used for networking. Second, SARSA through ECOGEN is working in collaboration with women's groups in Kenya, the Philippines and Honduras. Each of the ECOGEN projects have host country counterparts who are a part of a host country institution. For example, in the Philippines part of the Virginia Tech ECOGEN budget will be used to institutionalize women in development in the Visayas State College of Agriculture by providing funds for training of faculty and administrators.

In 1991-92 all Virginia Tech special projects will be carefully examined for the inclusion of gender. One of the criteria for funding these special projects is that they have a field component. It is proposed that when the researchers are in the field they network with women's organizations and explore means for future collaboration. This would be requisite for faculty working on buy-ins through SARSA or traveling abroad under the SARSA umbrella.